

**WILLIAM J. PERRY CENTER FOR HEMISPHERIC DEFENSE STUDIES  
NATIONAL DEFENSE UNIVERSITY  
WASHINGTON, DC 20319-5066**



## **COMBATING TRANSNATIONAL ORGANIZED CRIME AND ILLICIT NETWORKS IN THE AMERICAS (CTOC – 2015)**

### **COURSE SYLLABUS**

**April 13, 2015 – May 22, 2015**

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## GRADING STANDARDS FOR PARTICIPANTS IN THE WILLIAM J. PERRY CENTER FOR HEMISPHERIC DEFENSE STUDIES COURSES

### I. Participants' Evaluations

WJPC applies several different mechanisms for evaluating a student's work including examinations, BOG contribution, and papers.<sup>1</sup>

### II. Grading Scale

Grade	Numerical Scale	Value
A+	100 – 97	Excellent
A	96.9 – 93	Very High
A-	92.9 – 90	High
B+	89.9 – 87	Above Average
B	86.9 – 83	Average
B-	82.9 – 80	Below Average
C+	79.9 – 77	Marginal
C	76.9 – 73	Passing
C-	72.9 – 70	Minimal Pass
F	69 or less	Failure
I		Incomplete

### III. Examinations

Tests and quizzes will be administered to assess participants' ability to understand and analyze the readings and the topics discussed in plenary as well as in BOG sessions.

The following guidance will be applied:

Grade	Value
A+ (97-100)	Organized, coherent and well-written responses that completely address the questions, convey all applicable major and key minor points, and demonstrate total grasp of the topic.
A (96.9 – 93)	Answers address all major and key minor considerations, demonstrate excellent grasp of the topic.
A- (92.9 – 90)	Well-crafted answer that discusses important ideas related to the topic.
B+ (89.9 – 87)	Answers reflect average graduate graduate-level performance, successfully considering the topic of each question.

<sup>1</sup> WJPC has adopted and adapted several standards used at CISA, the National War College and the Naval War College.



B (86.9 – 83)	Answers address the questions but fail to address all relevant concepts or to demonstrate a clear understanding of the topic.
B- (82.9 – 80)	Cursory responses that do not fully address the questions or do not demonstrate clear understanding of the topic or relevant concepts.
C+ (79.9 – 77)	Answers demonstrate poor understanding of the topic, marginal support for arguments, and/or miss major analytical elements or concepts.
C (76.9 – 73)	Answers address the topic but do not provide sufficient discussion to demonstrate adequate understanding of the topic.
C- (72.9 – 70)	Answers address some of the ideas but response is incoherent.
F (69)	Insufficient

#### IV. Essay/Research Paper

The student's ability to gather information or to do research, to organize material logically, to compose and express thoughts in coherent and effective prose, and to use standard written language are crucial for paper content and composition. Submissions are to be typed (double-spaced) using 12-point Times New Roman. The following six elements are essential for a high-level paper:

1. It establishes the relevant question clearly;
2. It answers the question in a highly analytical manner;
3. It proposes a well-defined thesis, stated early on;
4. It presents evidence to support that thesis;
5. It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence (this constitutes a counterargument); and,
6. It accomplishes the above in a clear and well-organized fashion

The following guidance will be applied:

Grade	Value
A+ (97-100)	Offers a genuinely new understanding of the subject. Thesis is definitive and exceptionally well supported, while counterarguments are addressed completely. Essay indicates brilliance.
A (96.9 – 93)	Work of superior quality that demonstrates a high degree of original, critical thought. Thesis is clearly articulated and focused, evidence is significant, consideration of arguments and counter-argument is comprehensive, and essay is very well written.
A- (92.9 – 90)	A well-written, insightful essay that is above the average expected of graduate work. Thesis is clearly defined; evidence is relevant and purposeful, arguments and counter-argument are presented effectively.
B+ (89.9 – 87)	A well-executed essay that meets standards. A solid effort in which a thesis is articulated, the treatment of supporting evidence and counterargument has strong points, and the answer is well-presented and constructed.
B (86.9 – 83)	An essay that is a successful consideration of the topic and demonstrates average graduate performance. Thesis is stated and supported, counterarguments considered, and the essay is clear and organized.
B- (82.9 – 80)	Thesis is presented, but the evidence does not fully support it. The analysis and counterarguments are not fully developed and the essay may have structural



C+ (79.9 – 77)	The essay is generally missing one or more of the elements described above. The thesis may be vague or unclear, evidence may be inadequate, analysis may be incomplete, and/or the treatment of the counterargument may be deficient.
C (76.9 – 73)	While the essay might express an opinion, it makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient to explore the issue at hand adequately.
C- (72.9 – 70)	Attempts to address the question and approaches a responsible opinion, but conspicuously below graduate-level standards in several areas. The thesis may be poorly stated with minimal evidence or support and counterarguments may not be fully considered. Construction and development flaws further detract from the readability of the essay.
F (69)	Fails conspicuously to meet graduate-level standards. Essay has no thesis, significant weaknesses in respect to structure, grammar, and logic, and displays an apparent lack of effort to achieve the course requirements. Gross errors in construction and development detract from the readability of the essay.
I	Incomplete

#### V. Contribution to BOG Sessions

The diversity of the student's body is one of the main features of WJPC courses. Students come from all countries of the hemisphere, with different professional and personal background; this unique characteristic tremendously enriches the discussion in the BOG sessions. Professors serving as facilitators, evaluate the contribution made by each student, assessing the quality of the student's input. The goal in assigning a classroom contribution grade is not to measure the number of times students have spoken, but how well they have understood the subject matter, enriched discussion, and contributed to their seminar colleagues' learning. This caliber of commitment entails that each student come prepared to take part in discussion by absorbing the readings, listening attentively to presentations, and thinking critically about both. Students are expected to prepare for and be thoughtfully engaged in each session. Not to contribute or to say very little in class undercuts the learning experience for everyone in the BOG. Differences of opinion should be conveyed with appropriate regard for the objective, academic, and professional environment fostered at WJPC. BOG preparation and contribution will be graded according to the following standards:

Grade	Value
A+ (97-100)	Contributions indicate brilliance through a wholly new understanding of the topic. Demonstrates exceptional preparation for each session as reflected in the quality of contributions to discussions. Strikes an outstanding balance of "listening" and "contributing." Respects fellow's ideas while challenging them when necessary.
A (96.9 – 93)	Contribution is always of superior quality. Unfailingly thinks through the issue at hand before comment. Can be relied upon to be prepared for every BOG session, and contributions are highlighted by insightful thought, understanding, and in part original interpretation of complex concepts. Ability to listen and comment fellow's ideas.
A- (92.9 – 90)	Fully engaged in seminar discussions and commands the respect of colleagues through the insightful quality of their contribution and ability to listen to and analyze.



B+ (89.9 – 87)	A positive contributor to seminar meetings who joins in most discussions and whose contributions reflect understanding of the material. Occasionally contributes original and well-developed insights.
B (86.9 – 83)	Average graduate level contribution. Involvement in discussions reflects adequate preparation for seminar with the occasional contribution of original and insightful thought, but may not adequately consider others' contributions.
B- (82.9 – 80)	Contributes, but sometimes speaks out without having thought through the issue well enough to marshal logical supporting evidence, address counterarguments, or present a structurally sound
C+ (79.9 – 77)	Sometimes contributes voluntarily, though more frequently needs to be encouraged to participate in discussions. Content to allow others to take the lead. Minimal preparation for seminar reflected in arguments lacking the support, structure or clarity to merit graduate credit.
C (76.9 – 73)	Contribution is marginal. Occasionally attempts to put forward a plausible opinion, but the inadequate use of evidence, incoherent logical structure, and a critically unclear quality of insight are insufficient to adequately examine the issue at hand. Usually content to let others form the seminar discussions.
C- (72.9 – 70)	Lack of contribution to seminar discussions reflects substandard preparation for sessions. Unable to articulate a responsible opinion. Sometimes displays a negative attitude.
F	Rarely prepared or engaged. Student demonstrates unacceptable preparation and fails to contribute in any substantive manner. May be extremely disruptive or uncooperative and completely unprepared for seminar

#### VI. Grade communication to the students.

Feedback will be substantive, constructive, and timely. Test and papers will be returned to the students.

1. Professors will inform in writing and via Blackboard all tests and papers grades, including comments that explain the given grade.
2. At the end of the course, professors will sent to the Registrar, a complete list of all grades as well as the final Evaluation of Academic Performance of each student.
3. The Registrar will send the Evaluation of Academic Performance to each student.

#### VII. Challenging a Grade

WJPC recognizes that all participants in its courses are entitled to request a review of the grades received as a result of coursework. In cases of a challenge to a grade, the burden of proof rests with the student. In all cases where there is a reasonable doubt, the grade originally given will be retained. Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade has been assigned.

The following process will take place when a student contests a grade:

1. No later than 15 days after receiving the grade, the student will request in writing an Explanation of his/her from the professor who assigned the grade. The professor, no later than 15 days after receiving the request, will respond to the request explaining the basis for the student's grade.
2. If the student believes that the explanation is still unsatisfactory, he/she will request to the Associate Dean of Academic Affairs, Division of Education a Review of his/her grade. This request should be submitted no later than 15 days after receiving the Explanation. The student shall state the facts and must provide a clear and complete justification for the request.



3. After this communication, if the student still deems that the Review is not satisfactory, he/she is entitled to resort to a third and final instance by appealing the grade to the Dean of Academic Affairs, no later than 15 days after receiving the review. The Dean of Academic Affairs will convene a faculty committee of three WJPC professors who did not participate in the previous two review instances. Within 15 days of receiving the appeal, the committee will review all pertinent information relating to the case, which may include interviewing the instructor and student if necessary. The Dean of Academic Affairs, will communicate the results to the student thus bringing the process to an end. The decision of the Dean of Academic Affairs is final.



## COURSE INTRODUCTION AND GENERAL DESCRIPTION

This is a five-week course, mixing on-line and in-residence activities to deepen students' understanding of the defense and security threats posed by transnational organized crime (TOC) and illicit networks. The program takes place in two phases.

### Distance Phase:

During a three-week, on-line period, prospective participants will receive reading material – which they will be asked to analyze and discuss during the virtual sessions. Simultaneously, they will be asked to prepare a policy paper proposal. The evaluations of the reading analyses and the draft proposal will determine the student's eligibility to attend the resident phase of the course.

### Resident Phase:

During a two-week resident phase at WJPC, approved participants will spend 70% of their time engaged in an intensive program of lectures, conferences, seminars, case studies, debates and readings. They will spend the remaining 30% developing their policy paper and conducting research in the National Defense University library.

### Writing Phase:

Following the resident phase, students will have two weeks to complete their final 10-page policy paper.

### Pre-Requisites:

As pre-requisites for the course, candidates must hold an accepted college degree and demonstrate ability to read texts in English. Graduates of previous WJPC resident courses will receive priority. Those who are selected to attend will be asked to present a copy of all college transcripts, including a copy translated into English. These documents will be evaluated to confirm equivalence to a university degree and thus eligibility for this course. Selected participants will be given detailed instructions.

### Reading Load:

Participants must be aware that they will be required to read about 80-100 pages per week during the pre-course phase, and about 60 pages per day during the in-resident phase of the course.

### Course Goal:

Deepen the participant's understanding and analysis of transnational organized crime and illicit networks, the defense and security threats they pose, as well as the major approaches, issues and challenges to combat TOC and illicit networks in the Americas.

## COURSE OBJECTIVES

At the end of the course, students will be expected to:

- Evaluate the phenomenon of transnational organized crime, understand its drivers, causes, and the illicit activities that transnational criminal organizations engage in.
- Assess the defense and security threats posed by TOC and illicit networks.
- Analyze and evaluate current national, regional, and international strategies and policies to combat transnational organized crime and illicit networks.
- Conceptualize new approaches to combating TOC and illicit networks in Latin America.





## **COURSE DEVELOPMENT/METHODOLOGY**

### **Distance Phase (3 weeks)**

The Distance phase of the course lasts three weeks and will be conducted via Blackboard and via email and virtual sessions between the professor and the students. Communication via email and blackboard will take place in Spanish or English. The pre-course phase is designed to help the students familiarize themselves with the methodology of the course and refine their theoretical knowledge of transnational organized crime and illicit networks necessary for the resident phase of the course, which will take place in Washington, D.C. The most important task of the Distance Phase will be the policy paper proposal.

### **Policy Paper Proposal**

In the last week of the Distance Phase, the students will present a one-page policy paper proposal in English or Spanish. The proposal should address a particular threat posed by TOC in the student's country. The 10-page policy paper must be completed no later than two weeks after the completion of the resident phase of the course. The policy paper should identify and explain a specific threat from TOC, current strategies and policies to address threat in that country, and recommend future approaches to further combat TOC and illicit networks. Students with the best paper proposals will be selected to attend the Resident Phase of the course in Washington, D.C. Students are therefore encouraged to start working on the proposal during the first week of the Distance Phase, and communicate regularly with the professor to make sure they are on the right track.

The paper proposal will not be graded, but will form the basis for the paper that is due at the end of the course. Since the final paper represents 50% of the final grade, the proposal is extremely important.

### **Resident Phase (2 weeks)**

The in-residence phase will be conducted at WJPC's premises. Students will engage in in-depth discussion on theoretical and practical discussions about TOC and illicit networks, and the various approaches to counter them. They will be challenged to analyze complex circumstances related to these themes. Methodology to help students deepen their knowledge in this field will include lectures, conferences with experts and practitioners, seminars, and case studies. Themes will be distributed in a way that students expand their understanding of the theories and issues surrounding these phenomena as well as the complexities of the various solution sets. Given present global challenges, the various country approaches towards combating TOC and illicit networks will be discussed in depth.

During this phase, students will be expected to take advantage of the National Defense University library and resources to continue the research and writing process on their policy papers. They will also be expected to take advantage of the presence of the professors to have one-on-one discussions to help guide and direct their research efforts.

### **Student Presentations**

Students will be asked to present their policy papers to their peers during the Resident Phase of the course worth 30% of their final grade.

### **Paper Writing Phase (Two Weeks)**

After the in-resident phase, students will have two weeks to complete their policy paper. During this phase, they may receive on-line orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings. Students may present their papers in English or Spanish. No paper will be accepted after the established deadline.

**IMPORTANT: ALL PAPERS MUST INCLUDE THE FOLLOWING INFORMATION ON THE FRONT COVER WHETHER SUBMITTED ELECTRONICALLY OR HARD COPY:**

- **STUDENT'S NAME**
- **PAPER TITLE**
- **DATE**



## COURSE GRADING

Grades will be ascribed according to the following distribution:

- |  |                                      |
|--|--------------------------------------|
| • Policy paper proposal:                 | Accepted (admission in the Phase II) |
| • Student Presentation:                  | 30%                                  |
| • Participation (throughout the course): | 20%                                  |
| • Policy paper:                          | 50%                                  |

## DISTANCE PHASE - PREPARATORY (ON LINE)

**Instructor's Note:** The two main objectives of the Distance Phase are to develop the policy paper proposal and deepen students' understanding of the theories and issues surrounding transnational organized crime and illicit networks. The final policy paper is worth 50% of the overall course grade. Because of this, how well the participant does on the proposal determines whether or not they will be allowed to attend the Resident Phase in Washington, D.C.

The weekly readings and analyses during the preparatory or on line phase are also very important. The initial analyses help the instructor determine the student's level of comprehension of the readings and their ability to do graduate level analysis. Because of this they are also critical in determining the eligibility of the student to attend the Resident Phase of the course. The reading analyses are due at the end of each week during the online phase.

### Distance Phase - Week 1

**Goal:** Orient and inform participants about the course requirements and provide an initial introduction to the phenomenon of transnational organized crime and illicit networks in an age of globalization.

#### Objectives:

- Participants should be able to identify the drivers of globalization and the new global security environment that have enabled TOC.
- Participants should be able to define transnational organized crime and understand the threats TOC pose to security, prosperity, society, and governance.
- Participants should be able to distinguish between the "actual vs. potential" nexus between terrorism and crime.

#### Assignment:

- Write a one-page analysis of each of the required readings.

#### Required Readings:

- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010, Preface, Introduction and Chapter 1: The Threat of Transnational Organized Crime, pages ii, 19-39, [http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA\\_Report\\_2010\\_low\\_res.pdf](http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf)
- Nils Gilman, Jesse Goldhammer, and Steven Weber, "Deviant Globalization," Chapter 1, *Convergence: Illicit Networks and National Security in the Age of Globalization*, NDU Press 2013, <http://ndupress.ndu.edu/Portals/68/Documents/Books/convergence.pdf>



- Phil Williams, "Lawlessness and Disorder: An Emerging Paradigm for the 21<sup>st</sup> Century," Chapter 2, *Convergence: Illicit Networks and National Security in the Age of Globalization*, NDU Press 2013, <http://ndupress.ndu.edu/Portals/68/Documents/Books/convergence.pdf>

#### **Recommended Readings/Websites:**

- UN Convention on Transitional Organized Crime 2000, <http://www.unodc.org/unodc/en/treaties/CTOC/index.html>
- UN Convention Against Corruption, UNODC website, <https://www.unodc.org/unodc/en/treaties/CAC/index.html#UNCACfulltext>
  - Full Text in Spanish, [https://www.unodc.org/documents/treaties/UNCAC/Publications/Convention/04-56163\\_S.pdf](https://www.unodc.org/documents/treaties/UNCAC/Publications/Convention/04-56163_S.pdf)
- Council on Foreign Relations, Global Governance Monitor Interactive, Crime, website, <http://www.cfr.org/global-governance/global-governance-monitor/p18985>
- United National Office on Drugs and Crime website, <http://www.unodc.org/>
- Moises Naim, "The Five Wars of Globalization," *Foreign Policy*, January 2003 (PDF)
- Tamara Makarenko, "The Crime-Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism," *Global Crime*, Vol. 6, No. 1, February 2004, pp. 129–145. (PDF)

### **Distance Phase - Week 2**

**Goal:** Understand the illicit activities transnational criminal organizations engage in and how they threaten defense and security in the Americas.

#### **Objectives:**

- Participants should be able to discern between the different modalities of transnational criminal organizations and illicit support networks.
- Participants should be able to identify the drivers of illicit activities, including narcotics trafficking, arms trafficking, trafficking in persons, financial crimes, cybercrime, counterfeiting, and piracy.

#### **Assignment:**

- Write a one-page analysis of each of the required readings.

#### **Required Readings:**

- UNODC 2014 World Drug Report, Executive Summary, [https://www.unodc.org/documents/data-and-analysis/WDR2014/World\\_Drug\\_Report\\_2014\\_web.pdf](https://www.unodc.org/documents/data-and-analysis/WDR2014/World_Drug_Report_2014_web.pdf)
- Michael Miklaucic and Moises Naim, "The Criminal State," Chapter 9, *Convergence: Illicit Networks and National Security in the Age of Globalization*, NDU Press 2013, <http://ndupress.ndu.edu/Portals/68/Documents/Books/convergence.pdf>
- Michael Shifter, "Countering Criminal Violence in Central America," Council on Foreign Relations, April 2012, download full report from website: <http://www.cfr.org/central-america/countering-criminal-violence-central-america/p27740>

#### **Recommended Readings:**

- UNODC 2014 Global Report on Trafficking in Persons Report, pp. 1-51, [https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP\\_2014\\_full\\_report.pdf](https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf)



- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010. Chapters 2 through 11 discuss the different modalities in significant depth.  
[http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA\\_Report\\_2010\\_low\\_res.pdf](http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf)
- June Beittel, "Mexico's Drug Trafficking Organizations: Source and Scope of the Rising Violence," Congressional Research Service Report, April 2013, <http://www.fas.org/sgp/crs/row/R41576.pdf>
- Patrick Keefe, "Cocaine Incorporated: How a Mexican Drug Cartel Makes its Billions," New York Times Magazine, June 17, 2012, <http://www.nytimes.com/2012/06/17/magazine/how-a-mexican-drug-cartel-makes-its-billions.html?pagewanted=all>

### Week 3

**Goal:** Analyze strategies, policies, and countermeasures aimed at combating TOC and illicit networks in the Americas.

**Objective:**

- Participants should identify strategies to combat TOC and the roles and responsibilities of government agencies to combat TOC.
- Participants should be knowledgeable of the different approaches to combating TOC at the regional and international levels.

**Assignment:**

- Finalize the policy paper proposal.

**Required Readings:**

- 2011 U.S. National Strategy to Combat Transnational Organized Crime Executive Summary: <http://www.whitehouse.gov/administration/eop/nsc/transnational-crime/summary>  
Fact Sheet: <http://www.whitehouse.gov/the-press-office/2011/07/25/fact-sheet-strategy-combat-transnational-organized-crime>
- UNODC Strategy 2012-2015, [https://www.unodc.org/documents/about-unodc/UNODC\\_2012\\_-\\_2015\\_Resolution\\_ECOSOC\\_merged.pdf](https://www.unodc.org/documents/about-unodc/UNODC_2012_-_2015_Resolution_ECOSOC_merged.pdf)
- Plan for the Alliance for Prosperity in the Northern Triangle: A Road Map, <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=39224238>
- U.S. Department of State, The Central America Regional Security Initiative: A Shared Partnership, Fact Sheet 2014, <http://www.state.gov/p/wha/rls/fs/2014/223804.htm>
- U.S. National Drug Control Strategy, 2014  
[http://www.whitehouse.gov/sites/default/files/ondcp/policy-and-research/ndcs\\_2014.pdf](http://www.whitehouse.gov/sites/default/files/ondcp/policy-and-research/ndcs_2014.pdf)



## COURSE SCHEDULE AND READINGS

### RESIDENT PHASE

**Instructor's Note:** The Main objective of the Resident Phase is to consolidate the paper proposal and conduct focused research on the paper topic. As has been emphasized previously, the final paper is worth 50% of the overall course grade. Because of this, using your time wisely while in Washington, D.C. is critical.

In addition to research, there will be daily discussions on topics related to transnational criminal organizations and illicit networks. These will include lectures by WJPC faculty and guest speakers. Approximately 70% of the student's day will be dedicated to seminar and reading discussions.

**Student Presentation:** Students will be asked to present their policy papers to their peers during the Resident Phase of the course worth 30% of their final grade.

**Paper Proposal Presentation:** Each student will have the opportunity to present his/her paper proposal to the rest of the class. The class will have the opportunity to critique the paper proposals of their fellow students. Each student will be given 10 minutes to present his/her proposal and to take questions and observations.

#### DAY 1: ADMINISTRATION AND ORIENTATION DAY

##### Daily Objectives:

- Familiarize the Students with the overall structure and organization of the course.

#### DAY 2: DEFINING CORRUPTION, TRANSNATIONAL ORGANIZED CRIME AND ILLICIT NETWORKS

##### Daily Objectives:

- Define the phenomenon of transnational organized crime, its drivers and enablers, including corruption.
- Determine how TOC poses national security and defense threats to nation states.

##### Required Readings:

- Jeremy McDermott, "How Organized Crime & Corruption Intersect in Latin America," InSight Crime, December 4, 2014, <http://www.insightcrime.org/news-analysis/organized-crime-corruption-meet-latin-america>
- UN Convention Against Corruption, <http://www.unodc.org/unodc/en/treaties/CAC>
- World Economic Forum 2015 Global Risks Report, Executive Summary in Spanish, <http://reports.weforum.org/global-risks-2015/wp-content/blogs.dir/68/mp/files/pages/files/grr15-executivesummary-spanish.pdf>

##### Recommended Readings:

- Douglas Farah, "Transnational Organized Crime, Terrorism, and Criminalized States in Latin America: An Emerging Tier-One National Security Priority." United States Army War College. Strategic Studies Institute: Carlisle Barracks, PA. August 2012, [http://www.seguridadcondemocracia.org/administrador\\_de\\_carpetas/OCO-IM/pdf/Organized%20crime\\_SSI.pdf](http://www.seguridadcondemocracia.org/administrador_de_carpetas/OCO-IM/pdf/Organized%20crime_SSI.pdf)



- Stephen D. Morris, "Corruption, Drug Trafficking and Violence in Mexico," *Brown Journal of World Affairs*, Vol 18 No. 11, Spring/Summer 2012, pp. 29-43. (PDF)

### DAY 3: CITIZEN SECURITY/TRAFFICKING IN PERSONS/ARMS TRAFFICKING

#### Daily Objectives:

- Evaluate the nature and threat of gangs to citizen security in the Americas.
- Recognize the business model of trafficking in persons.
- Understand the dynamics and economics of arms trafficking.

#### Required Readings:

- UNODC 2014 Global Report on Trafficking in Persons Report, pp. 1-51, [https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP\\_2014\\_full\\_report.pdf](https://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf)
- State Department Office to Monitor and Combat Trafficking in Persons International Programs 2014, <http://www.state.gov/j/tip/rls/fs/2014/227662.htm>
- Elizabeth Kennedy, "No Childhood Here: Why Central American Children Are Fleeing Their Homes," *American Immigration Council Perspectives*, July 2014, [http://www.immigrationpolicy.org/sites/default/files/docs/no\\_childhood\\_here\\_why\\_central\\_american\\_children\\_are\\_fleeing\\_their\\_homes\\_final.pdf](http://www.immigrationpolicy.org/sites/default/files/docs/no_childhood_here_why_central_american_children_are_fleeing_their_homes_final.pdf)
- Clare Ribando Sleeke, CRS Report for Congress, "Trafficking in Persons in Latin America and the Caribbean," July 15, 2013, <http://www.fas.org/sgp/crs/row/RL33200.pdf>
- Colby Goodman, "U.S. Firearms Trafficking to Guatemala and Mexico," Wilson Center Mexico Institute, April 2013, <http://www.wilsoncenter.org/GoodmanFirearmsTrafficking>
- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010, Chapter 6: Firearms [http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA\\_Report\\_2010\\_low\\_res.pdf](http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf)

ADD ARMS TRAFFICKING

#### Recommended Readings:

- Douglas Farah, "The Transformation of El Salvador's Gangs into Political Actors," CSIS Hemispheric Focus, June 2012, [http://csis.org/files/publication/120621\\_Farah\\_Gangs\\_HemFocus.pdf](http://csis.org/files/publication/120621_Farah_Gangs_HemFocus.pdf)
- Steven Dudley, El Salvador's Gang Truce: The Positives and Negatives," June 18, 2013, InSight Crime.org, <http://www.insightcrime.org/el-salvador-truce-gangs/el-salvadors-gang-truce-positives-and-negatives>
- "Halting U.S. Firearms Traffic to Mexico," A Report by Senators Dianne Feinstein, Charles Schumer, and Sheldon Whitehouse to the United States Senate Caucus on International Narcotics Control, June 2011, pages 1-17. [http://feinstein.senate.gov/public/index.cfm?Fuseaction=Files.View&FileStore\\_id=beaff893-63c1-4941-9903-67a0dc739b9d](http://feinstein.senate.gov/public/index.cfm?Fuseaction=Files.View&FileStore_id=beaff893-63c1-4941-9903-67a0dc739b9d)

### DAY 4: THE ILLICIT DRUG TRADE: SUPPLY AND DEMAND FACTORS AND COLOMBIA CASE STUDY

#### Daily Objectives:

- Analyze the demand and supply side drivers of the illicit drug trade.
- Identify the different strategies in place to combat narcotics trafficking.
- Evaluate the effectiveness of these counternarcotics strategies and policies.



### Required Readings:

- UNODC World Drug Report 2014, Executive Summary in Spanish, [https://www.unodc.org/documents/wdr2014/V1403603\\_spanish.pdf](https://www.unodc.org/documents/wdr2014/V1403603_spanish.pdf)
- OAS Report on The Drug Problem in the Americas, 2013, [http://www.oas.org/en/media\\_center/press\\_release.asp?sCodigo=E-194/13](http://www.oas.org/en/media_center/press_release.asp?sCodigo=E-194/13)
- The OAS Drug Report: 16 Months of Debates and Consensus 2014, <http://www.oas.org/docs/publications/LayoutPubgAGDrogas-ENG-29-9.pdf>
- U.S. National Drug Control Strategy, 2014 [http://www.whitehouse.gov/sites/default/files/ondcp/policy-and-research/ndcs\\_2014.pdf](http://www.whitehouse.gov/sites/default/files/ondcp/policy-and-research/ndcs_2014.pdf)
- United States Department of State, Bureau for International Narcotics and Law Enforcement Affairs, *International Narcotics Control Strategy Report 2014*, Introduction, <http://www.state.gov/j/inl/rls/nrcrpt/2014/vol1/index.htm>
- Human Rights Watch, 2014 Colombia Country Report, <http://www.hrw.org/world-report/2014/country-chapters/colombia>
- John Otis, "The FARC and Colombia's Illegal Drug Trade," Wilson Center, November 2014, <http://wilsoncenter.org/publication/the-farc-and-colombias-illegal-drug-trade>

ADD MORE COLOMBIA

### Recommended Readings:

- OAS/CICAD, How to Develop a National Drug Policy, pp. 7-35. [http://www.cicad.oas.org/en/pubs/How\\_to\\_Develop\\_a\\_National\\_Drug\\_Policy\\_CICAD-CARICOM.pdf](http://www.cicad.oas.org/en/pubs/How_to_Develop_a_National_Drug_Policy_CICAD-CARICOM.pdf)

## DAY 5: THREAT FINANCING, CYBERCRIME, AND U.S. CTOC STRATEGY

### Daily Objectives:

- Identify modalities that constitute threat financing.
- Distinguish between the three stages of money laundering.
- Comprehend cybersecurity and cybercrime.
- Analyze the responses to threat financing and cybercrime.
- Understand what the U.S. strategy and policies are to combat TOC.
- Evaluate how effective these approaches have been to address TOC.

### Required Readings:

- Danielle Camner Lindholm and Celina Realuyo, "Threat Finance: A Critical Enabler for Illicit Networks," Chapter 7, *Convergence: Illicit Networks and National Security in the Age of Globalization*, NDU Press 2013, <http://ndupress.ndu.edu/Portals/68/Documents/Books/convergence.pdf>
- "Rastreado el dinero que da poder a las organizaciones criminales en Estados Unidos y México" en el *Atlas de Seguridad y Defensa de Mexico 2012*, <http://www.seguridadcondemocracia.org/contenido-y-descargas-delibros/descargas/atlas-de-la-seguridad-y-la-defensa-de-mexico-2012.html>
- Kevin Newmeyer, "Who Should Lead U.S. Cybersecurity Efforts?" PRISM 3, no. 2, [http://www.ndu.edu/press/lib/pdf/prism3-2/prism115-126\\_newmeyer.pdf](http://www.ndu.edu/press/lib/pdf/prism3-2/prism115-126_newmeyer.pdf)
- Organization of American States, "Tendencias en la seguridad cibernética en América Latina y el Caribe y respuestas de los gobiernos," May 2013, [http://www.oas.org/es/centro\\_noticias/comunicado\\_prensa.asp?sCodigo=C-173/13](http://www.oas.org/es/centro_noticias/comunicado_prensa.asp?sCodigo=C-173/13)
- 2011 U.S. National Strategy to Combat Transnational Organized Crime Executive Summary: <http://www.whitehouse.gov/administration/eop/nsc/transnational-crime/summary>





Fact Sheet: <http://www.whitehouse.gov/the-press-office/2011/07/25/fact-sheet-strategy-combat-transnational-organized-crime>

### **Recommended Readings:**

- Anthony Williams, "Drug Trade and Money Laundering in the Americas," *Dialogo*, March 2011, [http://www.dialogo-americas.com/en\\_GB/articles/rmisa/features/special\\_reports/2011/03/31/feature-ex-2036](http://www.dialogo-americas.com/en_GB/articles/rmisa/features/special_reports/2011/03/31/feature-ex-2036)
- White House International Strategy for Cyberspace  
[http://www.whitehouse.gov/sites/default/files/rss\\_viewer/international\\_strategy\\_for\\_cyberspace.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/international_strategy_for_cyberspace.pdf)

## **DAY 6: MEXICO, BRAZIL, HEZBOLLAH CASE STUDIES**

### **Daily Objectives:**

- Compare and contrast Brazil and Mexico's strategies and policies to combat TOC.
- Evaluate how effective these approaches have been to address TOC.
- Understand the nexus between terrorism and crime and convergence of illicit networks in the case of Hezbollah.

### **Required Readings:**

- David Shirk, "2013: The State of Security in Mexico," Wilson Center Mexico Institute, [http://www.wilsoncenter.org/sites/default/files/security\\_2013\\_mexico\\_shirk.pdf](http://www.wilsoncenter.org/sites/default/files/security_2013_mexico_shirk.pdf)
- Alejandro Hope, "Peace now? Mexican Security Policy after Felipe Calderón," Inter-American Dialogue, January 2013, [http://www.thedialogue.org/PublicationFiles/Mexico\\_Security\\_Hope.pdf](http://www.thedialogue.org/PublicationFiles/Mexico_Security_Hope.pdf)
- Vanda Felbab-Brown, "Changing the Game or Dropping the Ball? Mexico's Security and Anti-Crime Strategy under President Enrique Peña Nieto," The Brookings Institution, November 2014, <http://www.brookings.edu/research/papers/2014/11/mexico-security-anti-crime-nieto-felbabbrown>
- André Luís Woloszyn, "The History of Gang Attacks in Brazil: Part I and II," *Dialogo*, February 2013, [http://www.dialogo-americas.com/en\\_GB/articles/rmisa/features/special\\_reports/2013/02/27/feature-ex-3953](http://www.dialogo-americas.com/en_GB/articles/rmisa/features/special_reports/2013/02/27/feature-ex-3953) and [http://dialogo-americas.com/en\\_GB/articles/rmisa/features/special\\_reports/2013/02/28/feature-ex-3958](http://dialogo-americas.com/en_GB/articles/rmisa/features/special_reports/2013/02/28/feature-ex-3958)
- Juan Carlos Garzón, Marianna Pacheco Olinger, Daniel Rico, and Gema Santamaría, Editors: Juan Carlos Garzón and Eric L. Olson, *The Criminal Diaspora: The Spread of Transnational Organized Crime and How to Contain its Expansion*, The Wilson Center, <http://wilsoncenter.org/publication/CriminalDiaspora>
- Celina B. Realuyo, "The Terror-Crime Nexus: Hezbollah's Global Facilitators," *Prism*, Volume 5, No. 1, National Defense University Press, September 2014, [http://cco.dodlive.mil/files/2014/09/prism\\_5-1.pdf](http://cco.dodlive.mil/files/2014/09/prism_5-1.pdf)
- Scott Helfstein, "Risky Business: The Global Threat Network And the Politics of Contraband," USMA West Point Counterterrorism Center, May 16, 2014, <https://www.ctc.usma.edu/posts/risky-business-the-global-threat-network-and-the-politics-of-contraband>

### **Recommended Readings:**

- CRS Report to Congress: "US-Mexican Security Cooperation: The Merida Initiative and Beyond" by Clare Rebando Seelke and Kristin Finklea, June 13, 2013, pp. 1-31, <http://www.fas.org/sgp/crs/row/R41349.pdf>
- Eric L. Olson, "Considering New Strategies for Confronting Organized Crime in Mexico," Mexico Institute, Woodrow Wilson Center for Scholars, March 2012, [http://www.wilsoncenter.org/sites/default/files/New%20Strategies\\_1.pdf](http://www.wilsoncenter.org/sites/default/files/New%20Strategies_1.pdf)





## DAY 7: PERU AND VENEZUELA CASE STUDIES AND INTERAGENCY/INTERNATIONAL COOPERATION

### Daily Objectives:

- Compare and contrast Peru and Venezuela's strategies and policies to combat TOC.
- Evaluate how effective these approaches have been to address TOC.
- Consider how to promote interagency and international cooperation to combat TOC.

### Required Readings:

- Insight Crime: Organized Crime in the Americas, Peru's Shining Path articles, <http://www.insightcrime.org/peru-organized-crime-news/shining-path>
- Robert Muggah and Jeremy Mcdermott, "A Massive Drug Trade, and No Violence
- Peru is the single largest producer of cocaine in the world. It's also an incredibly safe country," *The Atlantic*, April 24, 2013, <http://www.theatlantic.com/international/archive/2013/04/a-massive-drug-trade-and-no-violence/275258/>
- Insight Crime: Organized Crime in the Americas, Venezuela articles, <http://www.insightcrime.org/venezuela-organized-crime-news?types%5B0%5D=1>
- Juan Cristóbal Nagel, "Venezuela Needs International Help to Tackle Crime," *Foreign Policy*, October 14, 2014, <http://foreignpolicy.com/2014/10/14/venezuela-needs-international-help-to-tackle-crime/>
- Celina B. Realuyo, "Collaborating to Combat Illicit Networks in an Age of Globalization," *Convergence of Illicit Networks in an Age of Globalization*, NDU Press 2013, <http://ndupress.ndu.edu/Portals/68/Documents/Books/convergence.pdf>

### Recommended Readings:

- Evan Munsing and Christopher J. Lamb, "Joint Interagency Task Force-South: The Best Known, Least Understood Interagency Success," Center for Strategic Research, Institute for National Strategic Studies, National Defense University, June 2011, <http://www.ndu.edu/press/lib/pdf/strategic-perspectives/Strategic-Perspectives-5.pdf>

## DAY 8: PRIVATE SECURITY SECTOR AND CENTRAL AMERICAN AND CARIBBEAN CTOC STRATEGIES

### Daily Objectives:

- Understand the impact and implications of the private security sector on citizen security in Latin America
- Compare and contrast the Central American Regional Security Initiative and Caribbean Basin Security Initiative's strategies and policies to combat TOC.
- Evaluate how effective these approaches have been to address TOC.

### Required Readings:

- U.S. Department of State, The Central America Regional Security Initiative: A Shared Partnership, Fact Sheet 2014, <http://www.state.gov/p/wha/rls/fs/2014/223804.htm>
- Peter Meyer and Clare Ribando Seelke, *CARSI: Background and Policy Issues for Congress*, Congressional Research Service, May 2014, <http://www.fas.org/sgp/crs/row/R41731.pdf>
- Cristina Eguizábal, Karise M. Curtis, Matthew C. Ingram, Aaron Korthuis, Eric L. Olson, and Nicholas Phillips, *Crime and Violence in Central America's Northern Triangle: How U.S. Policy Responses are Helping, Hurting, and Can be Improved*, [http://wilsoncenter.org/publication/Crime-and-Violence-in-Central-Americas-Northern-Triangle\\_CARSI\\_Dec-2014](http://wilsoncenter.org/publication/Crime-and-Violence-in-Central-Americas-Northern-Triangle_CARSI_Dec-2014)



- Inter-American Development Bank, "Plan for the Alliance for Prosperity in the Northern Triangle: A Road Map," November 2014, <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=39224238>
- White House, 2015 U.S. Caribbean Border Counternarcotics Strategy, <http://www.whitehouse.gov/blog/2015/01/16/securing-our-nation-s-caribbean-border>
- State Department Caribbean Basin Security Initiative Fact Sheet, <http://www.state.gov/p/wha/rt/cbsi/>

ADD PRIVATE SECURITY

***Recommended Readings:***

- CRS Report to Congress, "Central America Regional Security Initiative: Background and Policy Issues for Congress," by Peter J. Meyer and Clare Ribando Seelke, March 30, 2011. Summary and pp. 1-20, <http://www.fas.org/sgp/crs/row/R41731.pdf>

**DAY 9: STUDENT PRESENTATIONS**

**DAY 10: CLOSING CEREMONY FOR THE RESIDENT PHASE**

**POST-RESIDENT PHASE**

**Instructor's Note:** The Main objective of the Post-Resident Phase is to write your policy paper. By the time you reach this phase you should have:

- Perfected your policy paper proposal
- Gathered sufficient resources to write your paper

The paper is worth 50% of your final grade, so be diligent and use your time wisely. Don't put it off, it only gets worse.

**Assignment:** Write your paper. Consult with your adviser as frequently as you need to. Your paper should be 10 pages long. You will be graded on content and power of analysis.

**Due Date:** You will have two weeks to write your final paper. The precise due date will be set by the instructor during the course of the residence phase.

**Final Grade:** The evaluation of your final papers and your grade will be posted approximately a month after the papers are due.